Division: Counseling

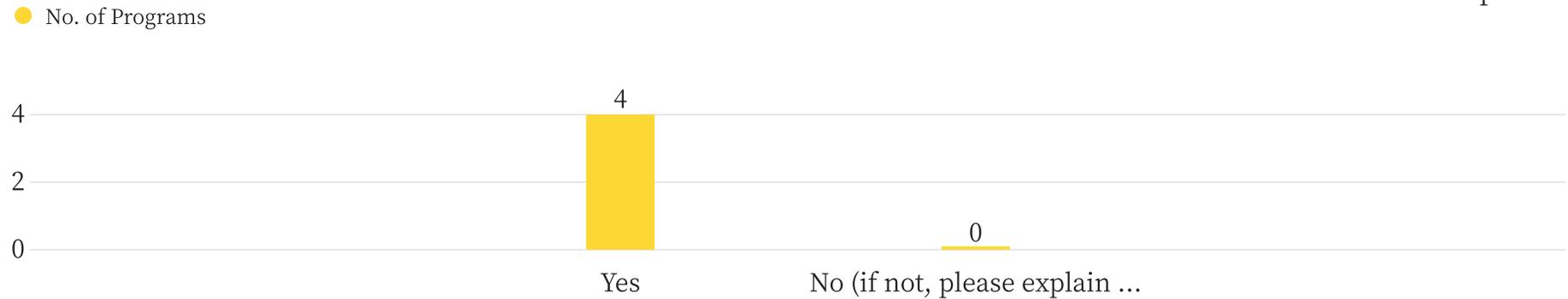## Name of Program/Area and Contributors

5 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
CARES Mental Health	Sadie Ashraf, Sang Leng Trieu, Juztino Panella, David Irving	Student Services
Career and Transfer Center	Frances Fon, Shannon Stanley	Student Services
General Counseling	Counseling faculty	Student Services
Psychology Counseling	Yetunde Osikomaiya	Academic Services
Student Health Center	Matthew Kritscher, Debbie Trigg, Joanne Vargas	Student Services

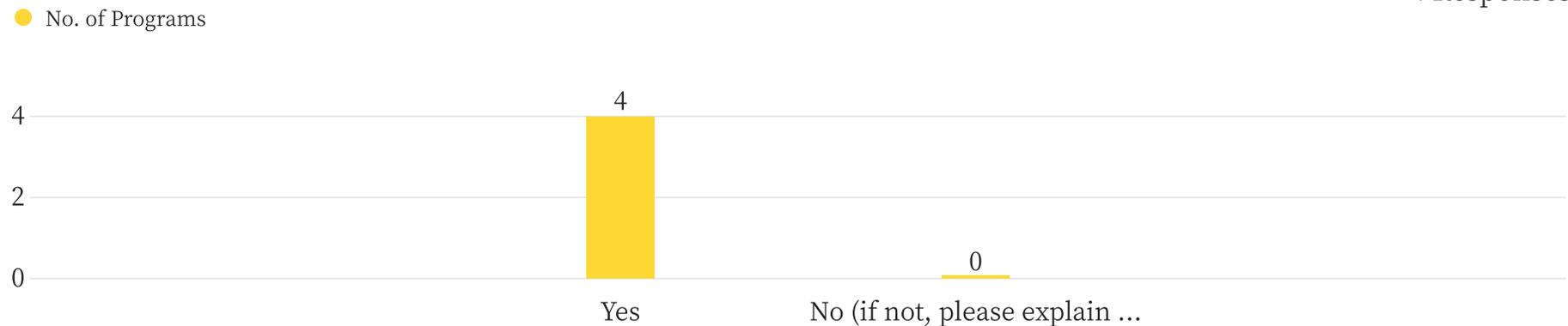# Responses on Service Area Outcomes for Areas in Your Division

Does your service area have two or more SAOs?

4 Responses

● No. of Programs

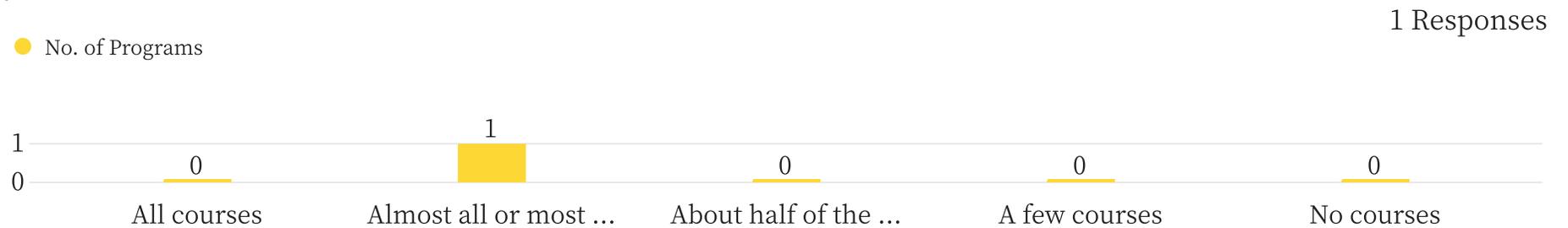|	Yes	No (if not, please explain …
4	4	
2		
0		0

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Were at least two of your SAOs assessed since the previous comprehensive PAR?

4 Responses

● No. of Programs

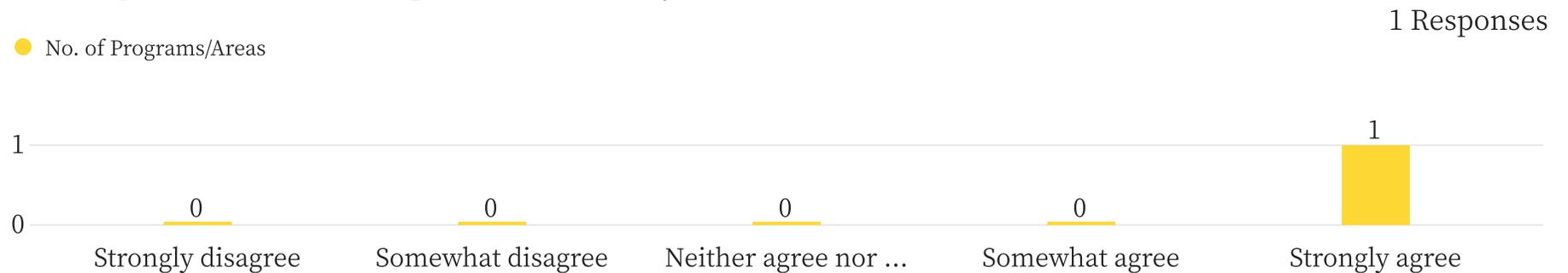|	Yes	No (if not, please explain …
4	4	
2		
0		0

Responses on Student Learning Outcomes for Programs in Your Division

How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?

1 Responses

● No. of Programs

0	1	0	0	0
All courses	Almost all or most …	About half of the …	A few courses	No courses

Assessing SLOs has led to improvements in my area.

1 Responses

● No. of Programs/Areas

0	0	0	0	1
Strongly disagree	Somewhat disagree	Neither agree nor …	Somewhat agree	Strongly agree

Responses on Program Learning Outcomes for Programs in Your Division

PLOs: Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET?

1 Responses

● No. of Programs

1	0	0
Yes, all PLOs were …	Almost all PLOs were …	No, many PLOs were not …

Assessing PLOs has led to improvements in my area.

1 Responses

● No. of Programs

1	0	0	0	0
Strongly disagree	Somewhat disagree	Neither agree nor …	Somewhat agree	Strongly agree

Responses on Institutional Supports and Barriers

What **institutional-level supports or practices** were particularly **helpful to your program** or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

5 Responses

Program/ Area Name	Institutional Supports, Barriers and Data What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
CARES Mental Health	We appreciate the inclusion of several mental health related indicators in the Fall 2019 student satisfaction survey which generated baseline data for our program. Another institutional-level support was the Office of Institutional Advancement's leadership in the development and submission of a district-wide mental health grant application which resulted in a $500K funding award to expand our program.
Career and Transfer Center	At a systems level (CCCCO): Transfer Counselor Website ASSIST Transfer Counselor Listserv Intersegmental Coordination for Transfer Day At an institution/district level: Public Relations support from the District for the dissemination of key Transfer Center announcements and opportunities that support students through the transfer journey to achieve transfer and/or degree The potential of EBCAN to support additional staffing in the Transfer Center to help develop and execute programming related to EBCAN.
General Counseling	Providing surface pros for counseling staff. Purchasing Cranium Cafe online counseling programs and support services. Providing off campus computer network access. Investment in building mental health counseling services. Longer counseling appointments in which counseling faculty was able to better assess students strengths and challenges to better craft interventions and make referrals. Incentives for part time counselors to attend information sessions.
Psychology Counseling	Trainings from the SAO committee helped in updating and assessing our SLOs.
Student Health Center	Continued strong partnership with TVHC, supported by College Leadership and Student Health Fee.

What **institutional-level barrier or challenges prevented or hindered your program** or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

5 Responses

Program /Area Name	What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
CARES Mental Health	Similar to most if not all departments – emergence of the COVID-19 pandemic which required a transition to delivering all of our services in remote manner.
Career and Transfer Center	At a systems Level: ASSIST changeover to new platform (pre 2021) limited updated articulation agreement publishing ASSIST Explore Majors tool not yet available, which supports college/major exploration leading to efficient and effective decision making critical for transfer success. At an institutional level: Limits on college course offerings and scheduling impact student opportunities to enroll in courses required for transfer admissions screening majors and affecting potential articulation Transfer Center program growth limitation due to limited staffing (staffing changes, reduction in staff, no increase in staff). Hiring freezes that impact the number of counselors available from which the Center can seek for support to deliver Transfer Center programs and services.
General Counseling	Hiring freeze. Lack of outreach department and centralize outreach efforts to better assist with onboarding processes. Clarification of processes in hiring PT faculty when FT faculty serves the college in other roles or goes on leave (maternity leave, sabbatical, etc.)
Psychology Counseling	None
Student Health Center	Campus closure, due to the Pandemic, prevented the Tobacco Cessation program from being implemented

What i**nstitutional-level supports or practices** do employees in your program/area believe are particularly **helpful to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)

5 Responses

Program/ Area Name	What institutional-level supports or practices do employees in your program/area believe are particularly helpful to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)
CARES Mental Health	The provision of mental health services, including walk-in and telehealth services have contributed to supporting the academic trajectory of students. This also includes providing support groups and workshops on educational topics such as the management of stress. The CARES Act funding has allowed us to be innovative by way of piloting a new student wellness ambassador program this 2021-2022 school year.
Career and Transfer Center	All students should have the opportunity to access an EOPS model of counseling services where students are required to meet with their counselor two times each semester. It's a model with proven effectiveness that provides intrusive counseling, structure and fosters campus connection. It's a wonderful model and would really benefit all students, especially given what everyone has been through with the pandemic. Need experiential learning, career and major-related workshops, career speakers/panels, mentoring, career center resources, career counseling to support faster and more effective student career and college decision-making
General Counseling	Keep enhancing Chabot's wi-fi All students should have the opportunity to access an EOPS model of counseling services where students are required to meet with their counselor two times each semester. It's a model with proven effectiveness that provides intrusive counseling, structure and fosters campus connection. It's a wonderful model and would really benefit all students, especially given what everyone has been through with the pandemic. Need experiential learning, career and major-related workshops, career speakers/panels, mentoring, career center resources, career counseling to support faster and more effective student career and college decision-making
Psychology Counseling	Providing a full range of our support courses year round has been particularly helpful; such as offering multiple sections of our career and educational planning class in both fall and spring semesters.

Student Health Center	● Continue to provide services (tele-health and in-person) based on student preference or needs and their availability ● Mental Health and Health Services integration

What **institutional-level barriers or challenges** do employees in your program/area believe are a **hindrance to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)

5 Responses

Program/Area Name	What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
CARES Mental Health	The ability to generate more buy-in from campus-wide initiatives such as suicide prevention events.
Career and Transfer Center	Students should be able to change their major electronically without completing and submitting a PDF form to Admissions and Records All forms and processes should be electronic and streamlined and not require downloading PDF forms and manual routing for signatures (such as course substitutions and waivers, prerequisite overrides, prerequisite challenges, etc.)
General Counseling	Invest in enhancing the technology that we already have to better serve our department needs. Single sign on for all online services, need to enhance our technology and update Class-Web, ability to reset Class-Web Pin via email. An enhanced process for students to access their zonemail/reset their password. Purchase Institutional wide access to Adobe Acrobat Pro for all Faculty, Staff and Students regardless of VPN Access. Enhance online access to Counseling services by continuously providing online counseling and ways for students to schedule appointments via website every semester. Access to Professional Professional funding to stay abreast of culturally sensitive counseling practices. Technology support such as Degreeworks and Student Support Hub. Students should be able to change their major electronically without completing and submitting a PDF form to Admissions and Records All forms and processes should be electronic and streamlined and not require downloading PDF forms and manual routing for signatures (such as course substitutions and waivers, prerequisite overrides, prerequisite challenges, etc.)

Program/Area Name	What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
Psychology Counseling	None
Student Health Center	● Not enough physical meeting space for mental health groups and individual counseling ● Limited private exam room space

<u>Questions Related to Staffing, Technology, Facilities, and Professional Development</u>

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?
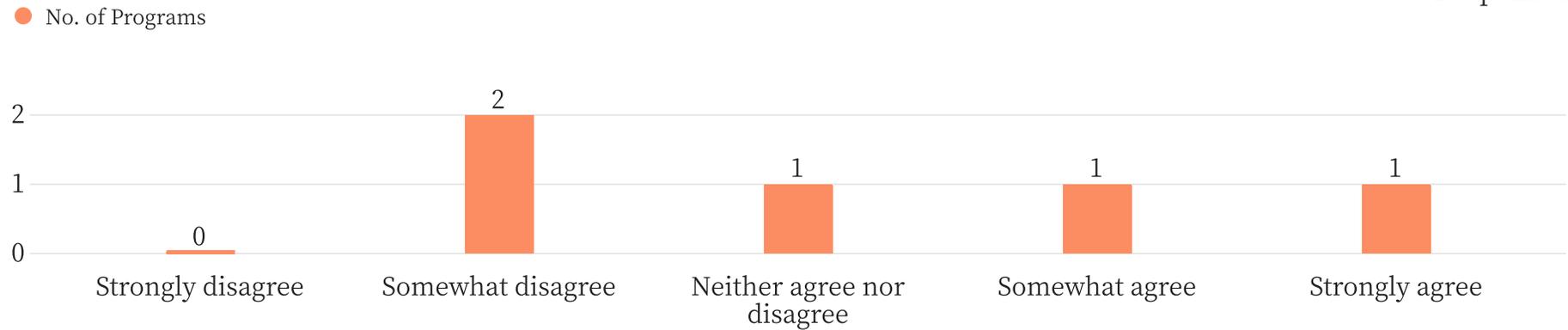
5 Responses

Program/Area Name	If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?
CARES Mental Health	Data for the past three years are illustrated in the graph below (which actually shows trend data for the past five years). During the 2018-19 school year, there was a dramatic decrease in the number of students served: fall semester generated a total of 247 encounters while that figure dropped to 145 during the spring semester. A couple of possible explanations for this include: [1] spring semester 2019 was spent recruiting and hiring for a new mental health coordinator which limited the capacity of Sadie Ashraf and Juztino Panella to provide mental health counseling services; and [2] with a mental health grant in place and the recruitment of a mental health grant coordinator, much of our collective efforts were spent on building the infrastructure of the program and engaging in population-based activities beyond individual counseling services. Fall semester 2019 showed high productivity among our team with 273 encounters reported—the highest figure since we began collection of encounter data. This represented an 88% increase from the previous semester because David Irving, our mental health coordinator, was fully onboarded by the start of the 2019-2020 school year. The subsequent three semesters showed a gradual decline in the number of encounters because this was during Covid-19 pandemic when the college community experienced greater student engagement challenges, and the fact that many students faced technological challenges or access to fully utilizing services offered. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.

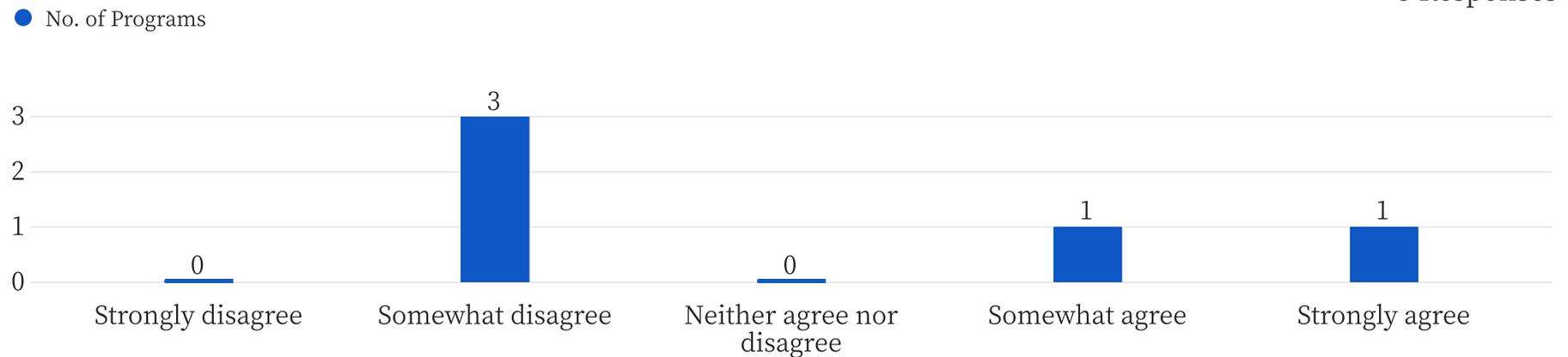| Program/Area Name	If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?
Career and Transfer Center	The transition to remote services due to covid resulted in data being more difficult to capture with regard to students served through drop-in and appointments with university representatives, as well virtual transfer fairs. The transition to remote services due to covid resulted in increased number of students served through transfer workshops because 1) they were able to attend online, 2) online workshops can be recorded so registrants who couldn't attend still received the recording and/or the materials, 3) registration is required for online workshop attendance whereas when we were offering workshops on-campus, students would forget to sign-in for the session, and 4) non-registrants can still watch or access session materials from Transfer Center webpage. The decrease in classified professional support severely limits the Transfer Center's ability to host universities to offer one-on-one transfer advising for students, schedule university representative visits, build their drop-in and appointment schedules, and help students with appointment scheduling. The transition to remote services can mean taking out the "middle person" since there are "youcanbook" or "calendy" apps to help facilitate appointment scheduling. As we return to campus, we will need to revisit how this service can be operationalized because support is still needed for the 10-15 UCs, CSUs, and other four-year institutions who serve our students in the Transfer Center by the providing of one-on-one drop-in/appointments and delivery of workshops.
General Counseling	Unable to assess that data due to the pandemic and its aftermath in student enrollment.
Psychology Counseling	N/A
Student Health Center	Joanne will get total students served for the period; 2017-2021??

The <u>technology</u> in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.

5 Responses

● No. of Programs

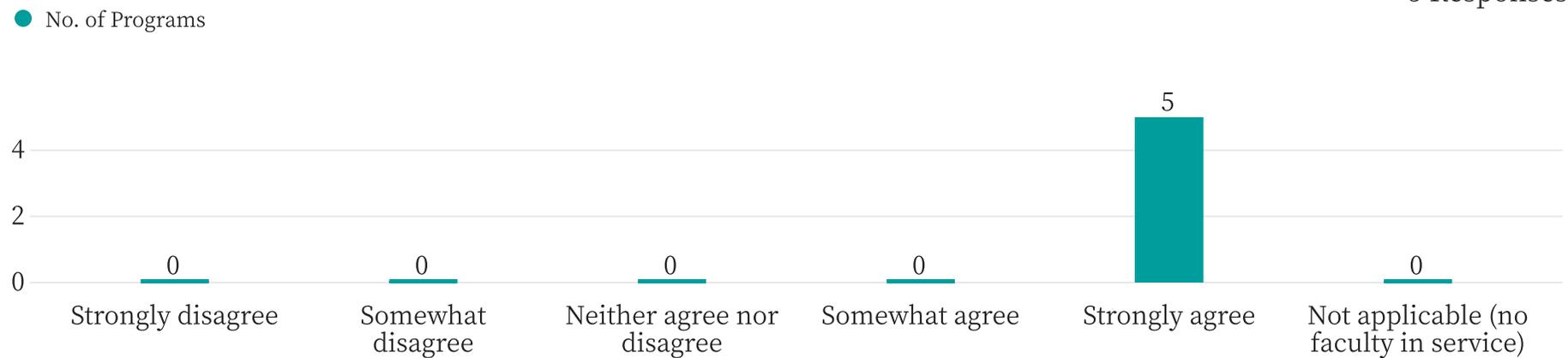|				
0	2	1	1	1
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

The <u>facilities</u> in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

5 Responses

● No. of Programs

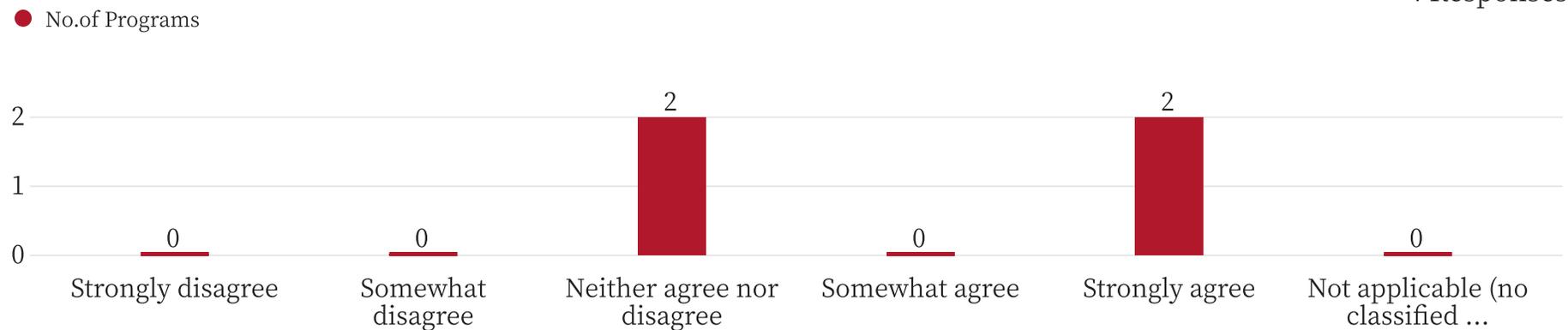|				
0	3	0	1	1
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

Professional Development: In general, <u>Faculty members</u> in my program/area regularly participate in professional development activities <u>offered by/at Chabot</u>.

5 Responses

● No. of Programs

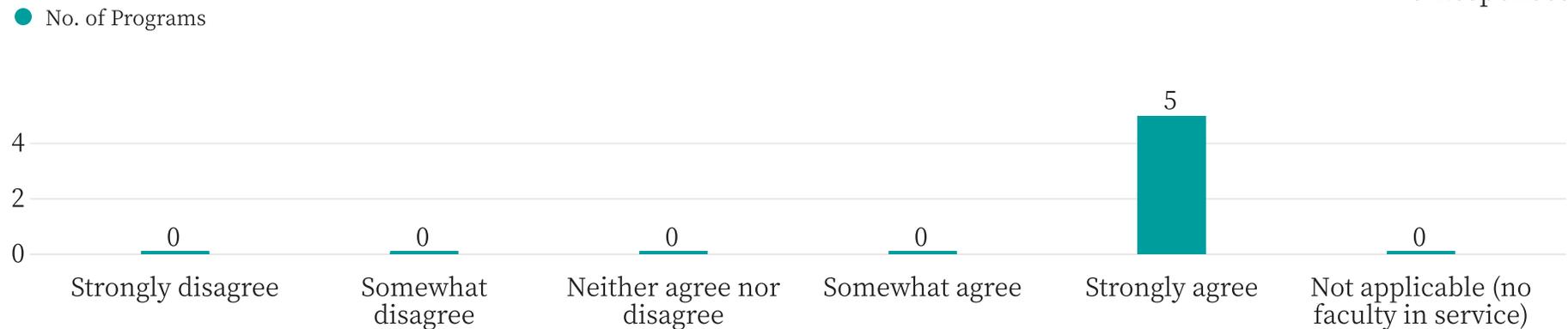| Response	No. of Programs
Strongly disagree	0
Somewhat disagree	0
Neither agree nor disagree	0
Somewhat agree	0
Strongly agree	5
Not applicable (no faculty in service)	0

In general, <u>Classified Professionals</u> in my program/area regularly participate in professional development activities <u>offered by/at Chabot</u>.
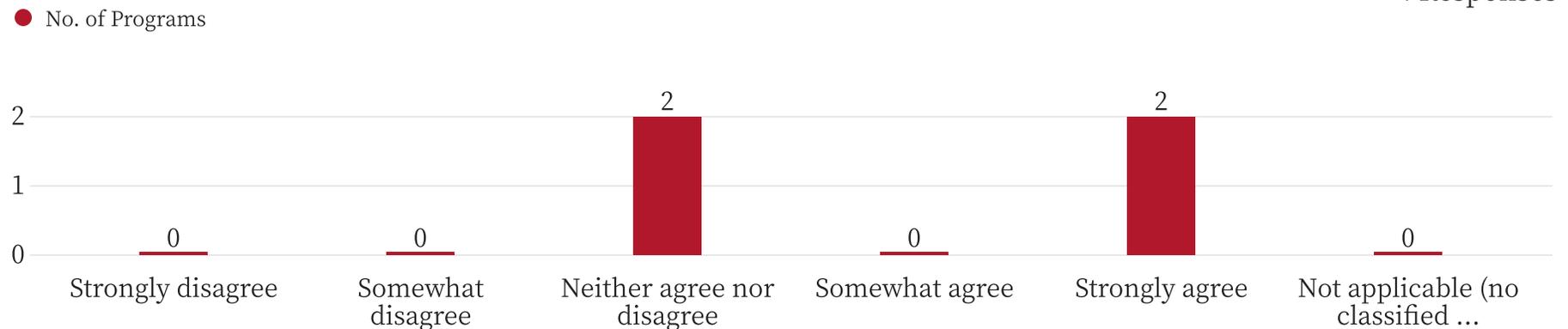
4 Responses

● No.of Programs

Response	No. of Programs
Strongly disagree	0
Somewhat disagree	0
Neither agree nor disagree	2
Somewhat agree	0
Strongly agree	2
Not applicable (no classified …)	0

In general, <u>Faculty members</u> in my program/area regularly participate in professional development activities <u>offered outside of Chabot</u>.

5 Responses

● No. of Programs

| Strongly disagree: 0 | Somewhat disagree: 0 | Neither agree nor disagree: 0 | Somewhat agree: 0 | Strongly agree: 5 | Not applicable (no faculty in service): 0 |

In general, <u>Classified Professionals</u> in my program/area regularly participate in professional development activities <u>offered outside of Chabot</u>.

4 Responses

● No. of Programs

| Strongly disagree: 0 | Somewhat disagree: 0 | Neither agree nor disagree: 2 | Somewhat agree: 0 | Strongly agree: 2 | Not applicable (no classified …): 0 |

Questions Related to Equity and Access to Services

What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

5 Responses

Program/Area Name	Equity and Access to Services What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
CARES Mental Health	Virtual platforms such as Cranium Café have been challenging for some of our students to access during the pandemic. They were particularly clucky for sensitive services such as mental health counseling.
Career and Transfer Center	Student time constraints (eg. caregiving responsibilities, got called into work) Students having limited technology access or tools Finite amount of Transfer Center services (need to increase staffing in order to have potential to offer TAG and application support for mid-year transfer students) Not aware of the Transfer Center Unclear on the benefits of Transfer Center services
General Counseling	Limited phone access to the Counseling department is a barrier for students whose technology is limited Student time constraints (eg. caregiving responsibilities, got called into work) Students having limited technology access or tools
Psychology Counseling	N/A
Student Health Center	o Some uninsured students may not be aware of available affordable services at the Health Center, which are free, and some on a sliding fee scale o Societal stigma for accessing mental health services is an on-going challenge

Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

5 Responses

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
CARES Mental Health	Students can access services during Monday-Saturday including some evening hours, as well as online since the emergence of the pandemic. We also have virtual walk in hours during the day time couple days a week.
Career and Transfer Center	Consider offering evening services in partnership with General Counseling Consider offering online evening synchronous transfer workshops
General Counseling	While during the Fall and Spring students are able to schedule appointments online during the summer the online booking appoitment system is not available. In order to provide consisteant access to students, we need to ensure that the modality of accessing Counseling services at Chabot is consistent throughout all semesters.
Psychology Counseling	N/A
Student Health Center	Yes. Students can come into the health center, do telehealth visits, or phone consultations

Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

5 Responses

Program/Area Name	Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

Program/Area Name	Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
CARES Mental Health	Mental health counseling services have increased in demand such that there is typically a wait-list of approximately 2-3 weeks, depending on the time of the semester. With increased staffing, we have been working to reduce the wait time for a first-time appointment. During peak periods. we offer alternatives such as stress management workshops which can accommodate small groups as opposed to individual appointment slots.
Career and Transfer Center	Consider partnering with Peer Guides for development of transfer videos (example: How to order official transcripts, How to request GE Certification) Consider developing a Transfer FAQs webpage.
General Counseling	N/A
Psychology Counseling	N/A
Student Health Center	Regular lab services take approximately one week to be processed (normal)